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**A SURVEY OF THE VALUE OF THE HOMEMAKING CURRICULUM IN SOUTH DAKOTA
WITH IMPLICATIONS FOR REVISION**

By

Carol Siemann Wagner

**A thesis submitted
in partial fulfillment of the requirement for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts**

December, 1957

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A SURVEY OF THE VALUE OF THE HOMEMAKING CURRICULUM IN SOUTH DAKOTA
WITH IMPLICATIONS FOR REVISION

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Head of the Major Department

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INTRODUCTION

Significant Facts About South Dakota

South Dakota is an agricultural state with a land area of 76,536 square miles. The 1930 census (7) recorded 652,740 inhabitants or a per capita population of 8.5 per square mile. The population is sparse in the mid-western area while a more densely populated area exists in the Black Hills, the tourist center and mining area of South Dakota. Seventy-six percent of the population is found east of the Missouri River where 8 of the 10 largest cities are found. The largest city, Sioux Falls, has a population of 52,696 people.

Agriculture is developed to a much greater extent than industry in South Dakota. Forty percent (7) of the laboring population are either farmers or farm workers. Two principle types of agriculture are found, separated geographically by the Missouri River. In the western farming area, ranches are typical, while grain farming is predominant in the eastern section. The two principle areas of industrialization have Sioux Falls and Rapid City as their centers.

Listed in the 1956-57 SOUTH DAKOTA EDUCATIONAL DIRECTORY (20) were 296 schools. All but 3 of the schools were 4 year high schools. Two hundred sixty-six of the schools were public schools; 21 were private or parochial; 3 were federal Indian and 3 were state schools. The total enrollment of these schools was 36,454. Enrollments within schools ranged from 10 to 2,564 students with the largest number enrolled at Washington High School in Sioux Falls.

Two types of homemaking departments, vocational and non-vocational, are found in the high schools of South Dakota. The vocational departments receive some federal support, while the non-vocational operate independently. According to the report of SOUTH DAKOTA VOCATIONAL HOMEMAKING DEPARTMENTS (22), vocational homemaking was taught in 101 schools. Of the 4,845 girls enrolled in vocational homemaking listed in the HOMEMAKING SURVEY (23), the number found in each class was: Homemaking I, 2,377; Homemaking II, 1,674; and Homemaking III, 794. Homemaking I was taught in all of the 101 departments, Homemaking II, in all but one, and Homemaking III, in 70 departments. The SOUTH DAKOTA NON-VOCATIONAL HOMEMAKING DEPARTMENTS (21) report listed 54 schools in which non-vocational homemaking was taught. There is no information available which enumerates the homemaking enrollment in these schools.

The Purpose of the Study

Homemaking education is no longer "cooking and sewing" but is a program directed toward the goal of helping students to become happy, responsible family members. From this goal stems the family centered approach to teaching. It relates the curriculum to the realities of family living by using family life situations for learning experiences. The teacher is no longer the authority on material to be learned. To develop the family centered program, parents and students are cooperating with teachers in curriculum planning.

A GUIDE FOR DEVELOPING A HOMEMAKING CURRICULUM IN JUNIOR AND SENIOR HIGH SCHOOLS OF SOUTH DAKOTA (19), published in 1950, is being used generally to guide program planning. Eight areas of instruction were developed in the guide: (1) Persistent Factors (Human Relationships, Management, Buying and Home Safety,) (2) The Girl, (3) Social and Family Relationships, (4) The Child, (5) The Home, (6) Foods and Nutrition, (7) Clothing and Textiles and (8) Home Care of the Sick. Each of the areas is divided into units for 7th and 8th grade homemaking and for 3 courses in high school. In the units, experiences which will help to solve the problems of the area are suggested. Understandings to be gained and teaching aids for each unit are listed. The guide provides suggested outlines for homemaking courses for 11th and 12th grade boys and for senior boys and girls. Within the content are statements of the philosophy of homemaking education and of the needs of adolescents. Resource materials together with a list of sources and a suggested departmental filing plan are provided.

Preparation for revision of the 1950 curriculum guide was begun at South Dakota State College during the Fall quarter of 1956. As a member of a class in evaluation in home economics, the writer helped to prepare a questionnaire and letter which were sent to all of the homemaking teachers in South Dakota. With this instrument the teachers evaluated the 1950 guide and indicated the need for revision. For questionnaire and letter see appendix, Exhibits A and B.

It was the purpose of this study to provide background material which might be useful in homemaking curriculum revision in South Dakota. The writer hoped to determine whether or not parents and students value the same factors emphasized by educators as current trends in homemaking. It also seemed desirable to obtain information about family membership, home responsibilities, physical characteristics of homes, family activities and sources of spending money of the students. It was thought that an indication of needs of students might be found in this information. The writer also felt that the opinions of teachers regarding the curriculum guide would provide worthwhile information for the study.

Hypotheses Tested

The following hypotheses were investigated by the study:

1. The South Dakota homemaking curriculum guide is still valuable but revision is warranted.
2. The current trends in homemaking education concerning the value of learning experiences can be seen in the opinions of parents and students, as well as teachers.
3. The responsibilities, activities, characteristics of homes, family membership and sources of spending money of students indicate needs of students which are useful as a basis for curriculum development.

REVIEW OF LITERATURE

The Homemaking Curriculum in a Democracy

The democratic society assures every individual, regardless of intelligence or socio-economic status, the right to an education which will enable him to live more successfully. The purpose of education, then, must be to provide experiences in democratic living which will be valuable at the present time and in the future. Williamson and Lyle (26) enlarged upon this purpose when they wrote that education should "help young people experience living in such a way that they grow in ability and desire to solve problems independently, and to share with others in meeting the responsibilities of daily living." The most prominent pattern of life in the American democracy is the family. Homemaking contributes to the total educational program because it deals with family living.

Education for family living was recognized as necessary in 1918 in the "Cardinal Principles of Secondary Education" (24:10) which were formulated by the Commission on the Reorganization of Secondary Education. Through these principles, educators sought to unify the secondary school program by insisting that it was the job of the school to prepare for the business of daily living. The "objectives" were as follows: "(1) health, (2) command of fundamental processes, (3) worthy home membership, (4) worthy use of leisure, (5) vocation, (6) citizenship, and (7) ethical character." Problems related to home membership are an important part of the homemaking courses. All of

the seven objectives are included in the homemaking curriculum.

Smart (18) wrote that changes in the family occur as it goes through different periods of existence. Family living is different each time a family member enters or leaves the family. Families not only vary within themselves but they also differ from other families in their ways of living. Changes in families bring about changes in society, also. Alberty (1:37) recognizes this in his definition of democracy. He said it is "not merely a form of government but a way of living together in a highly complex society which is undergoing change." There cannot be set standards for living or predetermined criteria for homemaking. Family members are expected to decide the goals of their own family living for themselves. Students also must make choices in terms of personal and family goals.

In order that students may develop their own goals and solve their problems independently they must be provided with experiences in doing so. The following statement from the United States Department of Health, Education and Welfare (25) indicates that students need to gain an understanding of human relationships and some homemaking skills to help them be successful family members:

Homemaking education in the United States is designed to help girls and boys gain some homemaking skills and an understanding of human relationships which will help them to achieve more satisfying home living in their families today and later as they marry. Basic to the teaching of homemaking in schools is the belief that education can help pupils learn better ways of meeting the situations in which they find themselves.

Alexander (3) made a very similar statement in her writing. It is not necessarily a new theory but a growing theory that education involves understanding of human relationships. In 1938, the Educational Policies Commission (8:72) listed the following characteristics of human relationships and their relationship to the educated person:

Respect for humanity. The educated person puts human relationships first.

Friendships. The educated person enjoys a rich, sincere, and varied social life.

Cooperation. The educated person can work and play with others.

Courtesy. The educated person observes the amenities of social behavior.

Appreciation of the Home. The educated person appreciates the family as a social institution.

Conservation of the Home. The educated person conserves family ideals.

Homemaking. The educated person is skilled in homemaking.

Democracy in the Home. The educated person maintains democratic family relationships.

Williamson and Lyle (26) wrote that the needs of society as a whole must be considered when building a curriculum. Home life must be studied as it is lived. Customs and traditions of families in specific sections of the world must be considered. It is important that basic needs and interests of students for whom the curriculum is planned be recognized. It is necessary that students consider their

own needs and that students, parents, and teachers work together in curriculum planning.

Family Centered Teaching and Cooperative Planning

The family centered approach to teaching homemaking has been developing over a period of years as the result of the effort to fulfill the purpose of education which is "preparation for living."

McGinnis (16) wrote in 1952 that each aspect of family life and homemaking was taught in terms of personal and family goals in the family centered approach. She further explained the purpose of the technique when she said:

A family centered program allows many opportunities for choices. It increases the student's confidence in his or her own competency and ability. It helps each individual to understand himself better, especially in relation to his own family background, to authority, to group participation and leadership, to children of all ages, to pressures of advertising and conspicuous spending, and to his own goals, as a person, marriage partner, and parent.

Educators in homemaking are placing more emphasis on the technique as time goes by because they are recognizing the practicality of it. In 1953, Smart (18) commended McGinnis upon her forethought in setting forth the purposes of family centered programs.

As has been noted by Williamson and Lyle (26), it has become evident that for a program to be family centered, knowledge about home life of students is necessary. Students and their parents are the sources of this information. Therefore, they are being included in the planning of the curriculum.

Hurt (11:406) stated that homemaking was losing its emphasis on "cooking and sewing" and becoming a family centered program with the goal of helping individuals become successful family members.

She said:

Programs to meet these needs are co-operatively planned by the teacher, the pupils, the parents and others in the school and community. Pupils bring personal and family problems to school for help and also apply class learning to home situations.

In 1954 Herbst (10:373) indicated that education still tends to be authoritative because it is easier to follow authority than to think for oneself. It is also a method of teaching which is familiar and therefore, accepted. Herbst supported the idea of cooperative planning when she wrote, "if planning involves an entire course of study or area of work for a year . . . parent understanding and acceptance are desirable."

Bateman (4:144) in her study concerned with the enrichment of secondary school homemaking education through the use of resources offered by the home and community found the use of the home a valuable resource. She said:

The relationship between the home and the school is of great importance; the child should be a joint project of parent and teacher. Too frequently, however, the parent is not aware of this relationship and the teachers make no pretense of becoming acquainted with the home conditions.

It is necessary to consider the capabilities of the participants when including parents and students in planning. Sister Mary Jeanne (17) studied the profits of cooperative planning and found them very valuable but with limitations. She found that parents and students

can evaluate the curriculum by means of checklists and give information concerning home and community living. She considered it inadvisable to expect them to tell what should be taught in a given area because they have not had formal training in the field.

A number of studies have been carried out to determine implications for curriculum development by obtaining opinions of parents and students concerning the needs of the students. Landers (13) carried out such a study in the Okema, Oklahoma, high school where she obtained information from students, graduates and other adults. Her findings upheld the value of a broad homemaking curriculum which provides for the needs of all of the students.

Alexander (2) found in her study of home tasks of the Sterling High School girls in North Carolina, that a number of the girls participated in performing various home tasks and therefore there was a need for cooperative planning of school work based upon home responsibilities. Her study supports the need for cooperative planning to produce a practical curriculum which is family centered.

Martinez (15) studied 1,000 rural and city school students with varying amounts of training in homemaking in Puerto Rico. She found evidence that any attempts to bring about improvement in the home economics program in Puerto Rico must first begin with the interests and needs of the individual students. Her study also supports the use of cooperative planning.

Several studies indicate a trend toward practical application of learning for family living rather than learning skills for the sake of

production. Breeding (5) studied what mothers in a Pennsylvania school expected their daughters to gain from homemaking and what the daughters expected to gain. She found that the two groups had very similar opinions. They placed the greatest value on the activities of everyday family living with less emphasis on productive skills.

In 1953, Martin (14) also emphasized the need for practical education rather than education for production. She said, "We cannot afford to have the educational program for such an important task (homemaking) either slow and out-moded or bizarre and superficial. It must be practical, scientific, vital, and the very best education we are able to provide." Zimmerman (27), in 1954, wrote of the changes taking place in particular areas of homemaking and indicated the need for practical application of family living in each area.

Studies have been carried out by Knoll (12), Hawkins and Walters (9), and Dunsing (7) on some of the elements of family life of students. These studies were valuable for the particular section of the country where each study took place. Similar studies carried out for the area for which a curriculum is being developed seem advisable.

In literature and research can be seen the obvious trends in homemaking education. Curricula are being built around the elements of family living and have been termed "family centered programs." These programs are being planned by students and parents as well as teachers. The emphasis of the programs has been placed on practical application of learning for family living rather than learning skills

for the sake of production. The curriculum of "cooking and sewing" is completely out-moded in todays educational world.

PROCEDURE

The field of homemaking is constantly undergoing change. Literature indicates that the goals of the homemaking curriculum may not be based upon the educational needs of the present day student. Teachers have become increasingly aware of their inadequacy when attempting to plan curricula to meet the needs of all students. Valuable help in planning has been given by students and their parents. Because of the trend toward cooperative planning, it seemed wise to obtain the help of a group of parents and students to determine the value of the homemaking curriculum in South Dakota.

The hypotheses for the study were formulated from the trends evident in literature on homemaking. A tentative plan of procedure and method for presentation of data was developed. The data obtained from the questionnaires returned by vocational homemaking teachers was used to define the opinions of teachers regarding the curriculum guide. Questionnaires were developed to survey the value that students and parents placed upon the present curriculum. Questions were included in the questionnaires to determine some of the needs of the students. For questionnaires see appendix, Exhibits B, H and I.

Vocational homemaking departments are supervised in the use of the curriculum guide; therefore, to provide uniformity in the schools sampled, it seemed best to choose schools having vocational departments. Homemaking III is the most advanced of the homemaking courses and the students enrolled in it have had more experience in high school homemaking courses than other students. Because their

experience was considered valuable to the study, all students chosen to participate were Homemaking III girls. The schools were chosen so that the number of Homemaking III girls enrolled in them would be approximately one-third of the 749 vocational Homemaking III girls in the state. It was found that 20 schools distributed according to density of population and with class sizes varying from 4 to 31 would provide the one-third needed for the study. The location of the schools maintaining vocational departments may be seen in Figure 1. For a list of all of the vocational departments and their Homemaking III enrollments see appendix, Exhibit F.

Letters requesting cooperation in the survey were sent to the superintendents of the 20 schools, while the homemaking teachers in the schools were contacted by means of reply-type postcards. One school did not reply. A list of the 19 schools that participated in the survey together with their Homemaking III enrollments may be seen in Table I. For letter and postcard see appendix, Exhibits C and D.

Two methods were used to evaluate the parent and student questionnaires. They were read for clarity by faculty members, parents, and students. A pilot study was used to determine the acceptability of the questionnaires by parents and students. Estelline High School was chosen for the pilot study because the homemaking department was considered typical of those in the state. Three years of vocational homemaking were provided in the school program. The procedure for the pilot study was planned with the

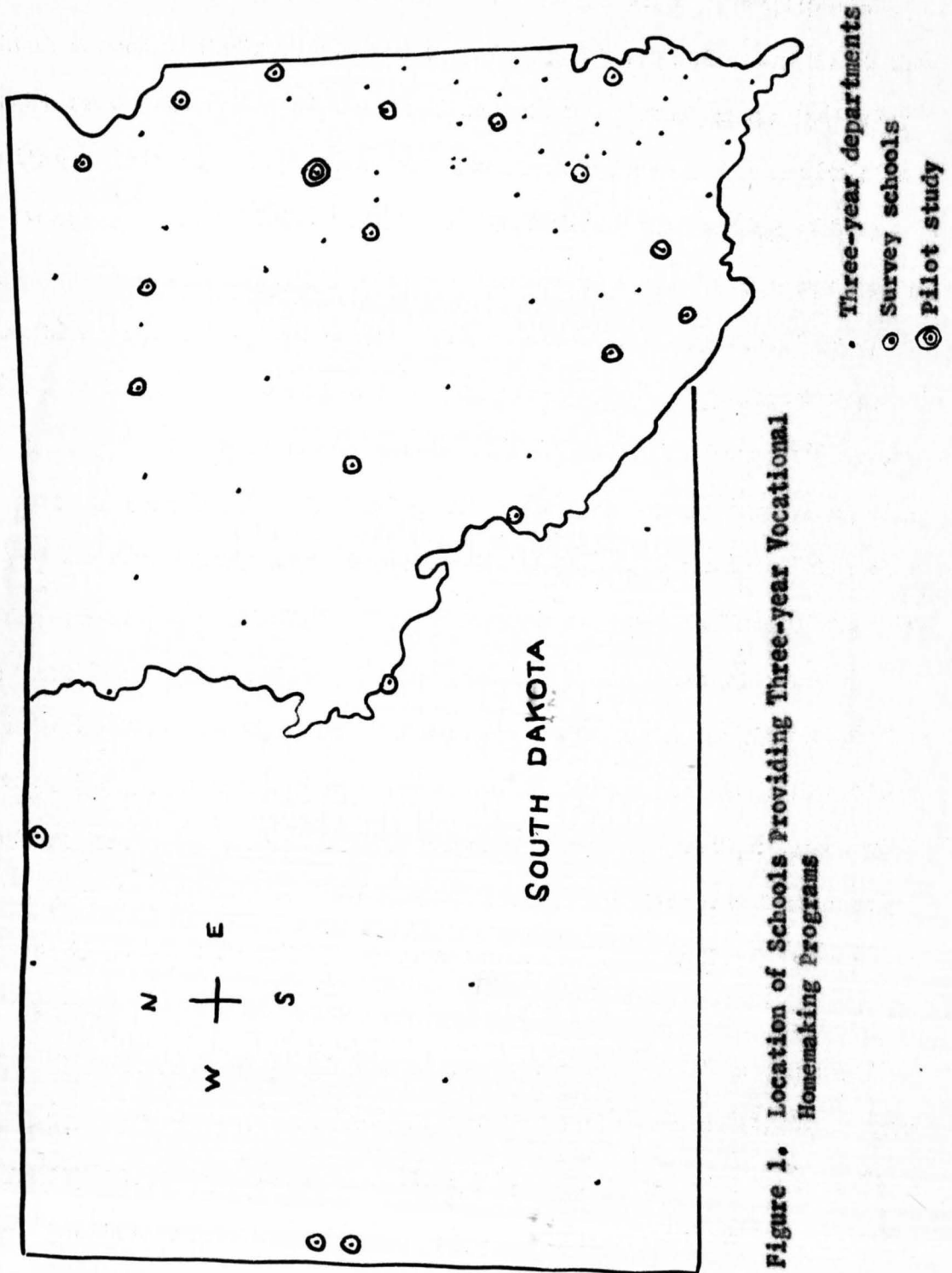


Table I. Number of Questionnaires Sent and Returns From Parents and Students in the Cooperating Schools

Towns	Number of Questionnaires Sent*	Number of Parent Returns	Number of Student Returns
Aberdeen	31	19	27
Armour	10	7	10
Avon	6	6	6
Belle Fourche	27	14	24
Bristol	6	6	6
Brookings	17	12	13
Canton	4	2	4
Chamberlain	17	12	16
Chester	8	2	8
DeSmet	21	7	20
Gary	8	5	6
Marion	7	5	5
McIntosh	8	7	8
Milbank	8	8	8
Miller	20	16	20
Pierre	12	9	12
Scotland	15	11	15
Sisseton	19	8	17
Spearfish	12	9	12
Total	256	165	237
Percent Returned		64	91

* Homemaking III enrollment indicated by teachers.

Estelline homemaking teacher and permission to use the school was granted by the superintendent. For letter to the superintendent see appendix, Exhibit E. For questionnaires see appendix, Exhibits H and I.

In the pilot study the questionnaires were administered to 9 Homemaking III students. The parent questionnaires, which were sent home with the girls, were filled out by 5 parents. Questions

and suggestions were requested from the participants by means of an evaluation checklist. The results of the checklist may be seen in Table II. One parent felt the course coverage of the questionnaire was inadequate. All of the other participants, who replied, felt that the questionnaire they evaluated was easily understood, a good length and covered the homemaking courses adequately. For questionnaires see appendix, Exhibits H and I. For evaluation sheet see appendix, Exhibit J.

Table II. Number of Parents and Students Answering Evaluation Questions in the Pilot Study

Question	Number of Parents Answering	Number of Students Answering
1. Questionnaire was:		
easily understood	4	9
hard to understand	0	0
no reply	1	0
2. Questionnaire was:		
too short	0	0
a good length	4	9
too long	0	0
no reply	1	0
3. Homemaking courses were covered:		
adequately	4	9
inadequately	1	0
no reply	0	0

The writer considered the questionnaires valid as a result of the 2 processes of evaluation. It was observed that the return

of parent questionnaires in the survey proper would probably not equal the student returns. A need for more information concerning the homes of the students was felt; therefore, a section pertaining to family membership was written. For section on family membership see appendix, Exhibit H, section G.

The questionnaires were mailed to the cooperating schools together with instructions for administration and return postage. A total of 256 questionnaires were sent to parents and to students as was shown in Table II. Ninety-one percent of the student questionnaires were returned while the return from the parents was only 64 percent. The teachers who administered the questionnaires indicated that some of the students were ill or had moved after the enrollment had been given, creating less than a 100 percent return. For questionnaires and letter of instructions see appendix, Exhibits G, H, and I.

The raw data from the questionnaires was tabulated and percentage values developed in all cases. The percentages were derived by rounding from the second decimal place. The number 5 was rounded if it would produce an even number or dropped if an odd number would have resulted. The results of the investigation were summarized and conclusions were drawn. Recommendations for further study and for curriculum revision were made. For raw data see appendix, Exhibits K, L, and M.

RESULTS OF INVESTIGATION

The factors investigated in this survey of the value of the homemaking curriculum in South Dakota were: the evaluation of the curriculum guide by the vocational homemaking teachers, the home backgrounds of the Homemaking III girls who participated, and the evaluation of the curriculum course topics by the girls and their parents together with an evaluation by the parents of the learnings their daughters gained from homemaking. The phases of the home backgrounds of the students which were considered were: family membership, physical characteristics of their homes, their home responsibilities, activities of their families and sources of their spending money. A discussion of the results of the investigation follows.

Teacher Evaluation of Curriculum Guide

In South Dakota, there were 101 vocational homemaking departments in 1956-57. Eighty-seven teachers from these schools returned questionnaires. In Table III may be seen the opinions of the teachers concerning general items in the curriculum guide. It should be noted that 92 percent used the guide and 88 percent felt that it needed revising. Fifty percent said the organization of the guide made it easy to find what was needed, but 70 percent would like a more detailed index. Twenty-four percent felt that the statement of philosophy needed changing and 46 percent thought helps on needs of adolescents

Table III. Percentage of Teachers Answering Questions Pertaining to the State Curriculum Guide

Question	Percent Answering		
	Yes	No	No Reply
1. Are you now using the South Dakota "A Guide for Developing a Homemaking Curriculum" when planning your work?	92	5	3
2. Do you feel a need for bringing the guide up-to-date by 1960?	88	6	6
3. Does the organization of the guide make it easy to find what you need?	50	45	5
4. Would a more detailed index be helpful?	71	21	8
5. Would you want any changes made in the statement of philosophy?	24	56	18
6. Is sufficient help given on the needs of adolescents?	36	46	18
7. Do you teach the persistent factors as a separate unit?	16	77	7
8. Do you integrate the persistent factors into units taught?	93	2	5
9. Do you feel units are family centered?	62	21	17
10. Are you teaching any units not suggested in the guide?	50	45	5
11. Have you found the greater portion of the suggested experiences useful?	79	15	6
12. Have you used additional experiences you could share with others?	72	11	16
13. Are you using teaching aids you would like to recommend to others?	60	21	20
14. Do you use the suggested filing index?	33	61	6
15. Do you use the suggested colors to facilitate filing?	29	64	7

were insufficient. Ninety-three percent taught the persistent factors by integrating them into other units, while 16 percent taught them as separate units. Sixty-two percent considered that the units in the guide were family centered. Fifty percent indicated that they were teaching units other than those in the guide. Seventy-nine percent said they had found the greater portion of the suggested experiences useful, while 72 percent used additional experiences which they felt that they could share with others. Sixty percent were using teaching aids that they would recommend to others. The suggested filing system was used by 33 percent and 29 percent used the colors suggested to facilitate filing. For questionnaire see appendix, Exhibit B.

Table IV gives the percentage of teachers who indicated that they considered the information and ideas about the units in the guide to be ample. The percentage of teachers who felt there was sufficient material in the guide on the various units ranged from 28 to 52 percent. Rating lowest were the units on family living and social and family relationships. All of the material other than that for units, except the filing system, was rated lower than the unit material.

In Table V may be seen a list of helps for teaching, together with the percentage of teachers checking each of the helps. Two-thirds of the teachers felt a need for additional helps for home experiences and FHA. Approximately one-half indicated needs for play school organization materials, state recommendations for physical facilities and references for understanding adolescents.

Table IV. Percentage of Teachers Indicating That the Curriculum Guide Furnishes Ample Information or Ideas for Areas Listed

Area	Percent of Teachers
Persistent Factors	52
The Girl	49
Foods and Nutrition	45
Clothing and Textiles	41
The Child	40
The Home	38
Social and Family Relationships	30
Family Living	25
7th and 8th Grade Homemaking	25
Homemaking for Boys	13
Homemaking for Boys and Girls	9
Filing System	37
Audio-visual Aids	18
References	16
Home Experiences	11
Classroom Management	11
F. H. A.	8
Adult Education	6
Evaluation	6
Teachers Not Replying	22

Some evaluation devices are listed in Table VI together with the percentage of teachers desiring them in the curriculum guide. Over four-fifths expressed the need for student "self-evaluation" sheets. About two-thirds needed all of the other devices listed except the "community survey" which was desired by only 30 percent.

The teachers also checked the physical characteristics of the guide which they would recommend changing. In Table VII this information may be seen. Fifteen percent recommended changing the cover and

Table V. Percentage of Teachers Checking List of Additional Helps Considered Important

Helps	Percent of Teachers
Home Experiences	71
F. H. A.	68
State Recommendations for Physical Facilities	54
Play School Organization	54
References for Understanding the Adolescent	47
Opening and Closing the Department	41
Units for Family Living for 12th Grade Boys and Girls	31
Adult Class Organization	24
Units for Junior High School Homemaking	22
Filing	6
Teachers Not Replying	7

Table VI. Percentage of Teachers Checking List of Evaluation Devices Desired

Evaluation Device	Percent of Teachers
Student "self-evaluation" sheets	84
Time Management checklists	63
Pupil information questionnaires	63
Teacher "self-evaluation" sheet	61
Attitude and interest inventories	59
Previous homemaking experience checklists	59
Community survey	30
Teachers not replying	11

Table VII. Percentage of Teachers Recommending Changes in the Physical Characteristics of the Curriculum Guide

Physical Characteristic	Percent of Teachers
Cover	15
Binding	14
Illustrations	36
Direction of printing on page	33
No reply	34

14 percent, the binding. Thirty-six percent felt that illustrations should be added and 33 percent would prefer having the direction of printing on the page changed. Because of the percentage who did not reply, this section seems inadequate as a source of conclusions.

Homemaking Experience, Age and Grade Level of Students

All of the 237 students who filled out questionnaires were enrolled in Homemaking III. Table VIII shows their previous experience in homemaking courses. Of the entire group, 91 percent had taken Homemaking I and 86 percent, Homemaking II. Although one course is usually considered pre-requisite to the next, scheduling in the small schools may result in a student not taking the courses in order. A few students had also taken 7th and 8th grade homemaking courses. For questionnaire see appendix, Exhibit H, section A.

Table VIII. Homemaking Class Background of Participating Students

Courses	Percent Who Completed Courses	Percent Not Replying
7th Grade Homemaking	14	7
8th Grade Homemaking	20	6
Homemaking I	91	2
Homemaking II	86	5
Homemaking III*	100	0

* Students enrolled in course.

Table IX indicates that 99 percent of the students were either juniors or seniors with the greater number being seniors. The age of

the students ranged from 15 through 20 years with most of the students in the 17 year old group. This is shown in Table X.

Table IX. Grade Levels of Participating Students

Grade Level	Percent of Students
Junior	38
Senior	61
No reply	1

Table X. Ages of Participating Students

Age	Percent of Students
16	19
17	43
18	27
19	8
20	1
No reply	1

Family Membership of Students

The students were asked to check whether or not their parents were living, if they lived at home, and if they lived with their parents. Table XI shows that more mothers (98%) than fathers (91%) of the students were living. The number of mothers living at home was only 2 percent less than those living, while the percent of fathers living at home was 5 less than those living. It should be noted that the percent not replying concerning their parent's residence could affect the percentages just given. The number of parents living away from home does not necessarily indicate broken homes. Ninety-one percent of the students made their home with their parents. About one-fifth of the girls roomed away from home during the school year. For section of questionnaire see appendix, Exhibit H, section G.

Table XI. Family Background of Participating Students

	Percent of Students	Percent Not Replying
Mother living	98	1
Father living	91	1
Mother living at home	96	2
Father living at home	88	5
Student living with parents	91	1
Student rooming away from home during school year	21	5

Table XII shows the number of children in the girl's families. The family size ranged from one to 14 children. One-fifth of the girls came from families having 3 children while 19 percent were from families with 4. There were 2 children in 16 percent of the families and 5 in another 16 percent. The total of these percentages indicates

Table XII. Family Size of Participating Students as Indicated by the Number of Children in the Family

Number of Children	Frequency of Family Size	Percent of Students
1	9	4
2	39	16
3	49	21
4	44	19
5	40	16
6	18	8
7	13	5
8	10	4
9	6	3
10	2	1
11	3	2
12	1	0
13	0	0
14	1	0
No reply	2	1

that almost three-fourths of the families had 2, 3, 4, or 5 children.

Physical Characteristics of the Homes of the Students

Table XIII shows the characteristics of the homes of the participating students. The number of students from farm homes is very close to the number from the towns, with 42 percent farm and 58 percent town students. For questionnaire section see appendix, Exhibit H, section B.

The students were asked to check the rooms in their homes in a list of seven rooms. One hundred percent had kitchens and living rooms. Sixty-eight percent had dining rooms and 80 percent, bathrooms. Forty-one percent were equipped with laundries, while only 6 percent had recreation rooms. The greater number of students (42%) came from homes having 4 or more bedrooms. Only 4 percent had just one bedroom. Thirty-eight percent of the girls shared their bedrooms.

One hundred percent of the student's homes had electric lighting. Gas or oil was used for heating 70 percent of the homes. Almost as many of the homes had furnaces. One-half of the students indicated the use of electricity for cooking. Of the remaining half, all but 5 percent used gas. Approximately four-fifths had running water in the house.

In the list of appliances in the home, 75 percent or more of the students checked the following: iron, refrigerator, toaster, sewing machine, mixer or mixette and vacuum cleaner. Those checked by 50 to 75 percent were: non-automatic washer, waffle iron, fry pan

Table XIII. Physical Characteristics of the Homes of the Students

Characteristics	Percent of Students Checking Characteristics
Location of home:	
Town	58
Farm	42
Rooms in house:	
Kitchen	100
Living room	100
Bathroom	80
Dining room	68
Laundry	41
Recreation room	6
One bedroom	4
Two bedrooms	16
Three bedrooms	37
Four or more bedrooms	42
Girl shares a bedroom	38
Utilities:	
Electricity for lighting	100
Furnaces for heating	60
Gas or oil for fuel	70
Electricity for cooking	50
Gas for cooking	45
Running water in house	86
Appliances:	
Iron	100
Refrigerator	98
Toaster	94
Sewing machine	93
Mixer or mixette	85
Vacuum cleaner	81
Non-automatic washer	72
Waffle iron	69
Coffee maker	62
Fry pan	57
Freezer	47
Deep fat fryer	38
Dryer	26
Automatic washer	24
Ironer	14
Blender	5
Dishwasher	4

and coffee maker. Freezers rated nearly as high with 47 percent indicating having them in the home. The least checked appliances were blenders and dishwashers.

Home Responsibilities of Students

The parents and the students answered the same questions regarding home responsibilities. As can be seen in Table XIV, which records the percentage of parents and students indicating home responsibilities shared by the students, the results from the two groups are similar. In the table, "P" refers to parents and "S" to students. For questions see questionnaires in appendix, Exhibit H, section C and Exhibit I, section B.

Among the responsibilities carried out all of the time, the one checked more times than any other was "care for own room" with 70 percent of the parents and 84 percent of the students checking it. Approximately 30 to 50 percent carried out the following responsibilities all of the time: wash personal clothing not included in family laundry, iron own clothing, mend own clothing, and wash dishes. Helping with meal preparation was checked by 32 percent of the students but only 22 percent of the parents.

Among the responsibilities carried out some of the time, all but 4 were checked by approximately 50 percent of both parents and students. "Care of own room" received checks by less than 50 percent because it received the greatest number of checks in the "always" column. "Do family mending" received less than 50 percent of the

Table XIV. Percentage of Parents and Students Indicating Home Responsibilities Shared by Students

Home Responsibilities	Always		Some		Never		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Wash her own clothes	10	16	80	72	8	11	1	1
2. Wash personal clothing not included in family laundry	47	47	48	46	4	5	1	1
3. Do the family laundry	5	10	56	58	36	32	3	0
4. Iron own clothing	45	45	52	54	1	1	1	0
5. Do family ironing	8	13	74	77	15	9	2	0
6. Mend own clothing	28	31	59	60	10	8	2	0
7. Do family mending	2	4	38	45	56	51	4	0
8. Help with meal preparation	22	32	76	65	2	3	0	0
9. Take full responsibility for meals	8	10	72	72	18	18	1	0
10. Plan meals	4	9	78	74	16	16	1	0
11. Buy family groceries	7	9	78	75	14	16	1	0
12. Wash dishes	33	48	65	50	2	2	0	0
13. Care for younger brothers and sisters	11	16	41	37	30	41	18	6
14. Care for own room	70	84	28	14	0	1	2	1
15. Clean entire house	12	21	78	71	8	7	1	0
16. Gardening	5	6	56	60	33	30	1	3
17. Farm chores (if living on a farm)	7	10	27	24	12	10	54	56
18. Baby sitting	6	9	71	67	20	19	3	5
19. Work outside of home other than baby sitting	19	22	59	55	20	20	2	3

checks because it received the greatest number in the "never" column. Fifty-four percent did not reply to the "farm chore" item, indicating that they did not live or work on farms. It can be observed then, that approximately one-half of the farm students did farm chores some of the time. For the item, "care of younger brothers and sisters" the groups were not instructed to leave the space blank if they had no brothers or sisters. It can be concluded then that approximately 50 percent either did not have younger brothers or sisters or did not help to care for them. Of the remaining 50 percent, about 40 percent did care for younger brothers and sisters.

Two items were checked by 30 to 35 percent of the groups as "never" being done. They were "do the family laundry" and "gardening."

Activities of the Student's Families

In Table XV, activities carried out by the families of the students are listed according to the frequency checked. Radio and TV listening took precedence with over four-fifths of the students checking this activity. Seventy-eight percent of the students checked automobile riding. Approximately three-fourths of the families went visiting, picnicing, to church and to community activities together. Activities carried out by less than one-third of the families were playing games, singing, and reading aloud. For list of activities see questionnaire in appendix, Exhibit H, section D.

Table XV. Percentage of Families Carrying Out Activities Together as Indicated by Students

Activity	Percent of Students
Listening to radio or TV	87
Automobile riding	78
Picnics	74
Visiting	73
Going to church	73
Going visiting	73
Working together about the home	73
Entertaining guests	70
Attending community activities	46
Planning family activities together	42
Going to movies	40
Planning family duties together	38
Playing games	30
Singing	22
Reading aloud	8

Sources of Spending Money of Students

The greatest single source of money checked by the students studied was earning the money themselves. Table XVI shows that 61 percent earned money. Nineteen percent had an allowance, while 51 percent were given money when they asked for it. It is obvious that some received money in several ways. For list of sources see questionnaire in appendix, Exhibit H, section E.

Table XVI. Percentage of Students Receiving Money From Sources Listed

Source	Percent of Students
Earns it	61
Has an allowance	19
Is given it when she asks for it	51

Value Parents and Students Placed on Curriculum Unit Topics

The curriculum is divided into eight units: Persistent Factors, The Girl, Clothing and Textiles, Foods and Nutrition, Social and Family Relationships, The Child, The Home, and Home Care of the Sick. Because the persistent factors were most often integrated into the other units, the writer developed sections in the questionnaire upon the other seven units. Topics derived from the units in the curriculum guide were listed under each unit heading and parents and students rated the topics either of "great value," "some value" or "no value." In each of the tables "P" refers to parents and "S" to students. See appendix, Exhibit H, section F and Exhibit I, section C.

In Table XVII may be seen the mean percentage of parents and students rating topics in the three categories for each unit together with the mean for all units. It should be noted that the mean ratings of parents and students are the same in each category. Of the unit means, parents rated 5 and students 6 of the 7 above the mean for all units (59%) in the "great value" category. All units not rating above the all unit mean for "great value" rated above the all unit mean for "some value." The highest mean "no value" rating was 8 percent for the clothing and textiles unit. These mean percentage values serve as a basis for discussing Tables XVIII, XIX, XX, XXI, XXII, XXIII, and XXIV. For topics listed in questionnaire see appendix, Exhibit H, section F and Exhibit I, section C.

Table XVII. Mean Percentage of Individuals Rating Units in Three Categories

Unit	Great Value		Some Value		No Value	
	P	S	P	S	P	S
	percent					
The Girl	64	66	33	28	1	2
Clothing and Textiles	53	49	38	42	8	8
Foods and Nutrition	59	60	36	36	3	3
Social and Family Relationships	70	74	26	22	1	0
The Child	58	68	36	27	2	2
The Home	69	70	28	26	0	1
Home Care of the Sick	62	63	31	32	1	2
All Units	59	59	35	35	4	4

Table XVIII indicates the percentage of parents and students rating the unit, The Girl, in the three categories. All but one topic, "entertaining friends," was rated of great value by both parents and students above the mean percentage for all units. This topic did not rate above the mean for great value but did for some value. The topic receiving the highest rating in the unit was "grooming and personal appearance." Only one topic was rated higher than the all unit mean for no value and this was rated by the parents.

The percentage of parents and students rating the course topics in the unit, Clothing and Textiles, may be seen in Table XIX. Four topics rated of great value by 70 percent or more were: "choosing correct colors and styles," "learning to use sewing machine and other equipment," "learning to use patterns correctly" and "caring for clothing." The mean "great value" rating was the lowest of all groups in this unit. Parents rated 9 topics below the all unit mean and the

Table XVIII. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, The Girl

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Grooming and personal appearance	85	81	14	17	0	0	1	1
2. Making friends	68	68	29	30	1	1	1	2
3. Etiquette and manners	69	78	29	22	1	0	1	1
4. Sharing home responsibilities	65	57	33	36	1	4	1	3
5. Entertaining friends	53	45	45	51	2	3	0	1
6. Selecting a vocation and career	54	60	41	31	2	6	2	3
7. Choosing a life partner	56	73	40	25	2	2	2	1

students, 10. All topics which were not rated above the mean for "great value" rated above the mean for "some value." The clothing and textiles unit had 9 topics rated above the mean for "no value" by the students. The parents rated 6 in this manner. This was the only unit which was rated by more than 8 percent in the "no value" column. These topics were: making suits and coats, making old clothing into something new, learning to sew children's clothing, learning to embroider, and learning to knit and crochet.

In Table XX is shown data concerning the unit, Foods and Nutrition. The topic rated the highest by both groups was "learning what foods are necessary for health". This topic also rated the highest

Table XIX. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, Clothing and Textiles

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Choosing correct colors and styles	79	74	20	24	0	0	1	1
2. Learning to use sewing machine and other equipment	77	73	22	25	0	0	1	1
3. Learning to use patterns correctly	76	67	23	33	0	0	1	0
4. Learning how fabric differs and how to choose it	63	56	34	42	1	1	2	1
5. Constructing washable garments	69	61	30	37	0	0	1	1
6. Constructing wool garments	53	48	41	46	4	5	2	1
7. Sewing with new fabrics such as nylon or dacron	44	33	47	57	8	8	1	2
8. Making suits and coats	34	35	45	51	17	14	3	1
9. Making old clothing into something new	35	33	42	46	19	17	3	3
10. Buying all types of clothing wisely	64	67	35	30	0	2	1	2
11. Planning a wardrobe and budgeting ones money	67	75	30	20	2	3	1	2
12. Learning to sew children's clothing	41	36	38	48	20	11	2	5
13. Use of machine attachments	49	42	46	51	3	5	2	2
14. Learning to embroider	22	14	54	59	21	24	3	3
15. Learning to knit and crochet	17	11	49	56	30	30	4	4
16. Caring for clothing	72	70	26	27	1	2	1	2
17. Sewing by hand	41	32	55	60	2	7	2	1

Table XX. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, Foods and Nutrition

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Learning what foods are necessary for health	82	83	17	15	1	0	0	2
2. Preparing breakfasts	60	64	38	33	2	2	1	0
3. Preparing luncheons	59	66	40	32	0	2	1	0
4. Preparing dinners	65	70	34	29	0	1	1	0
5. Planning nutritious meals	73	80	25	17	2	2	1	1
6. Budgeting money for food; planning economical meals	70	73	25	24	2	2	2	1
7. Learning to use and care for appliances	63	52	35	46	1	1	1	1
8. Learning to preserve food by canning	55	54	39	42	5	3	1	1
9. Learning to preserve food by freezing	56	55	34	41	8	2	2	2
10. Learning to serve banquets, receptions and teas	41	30	55	64	2	5	1	1
11. Knowledge of correct table setting and etiquette	63	65	36	32	0	1	1	1
12. Planning meals for the sick	45	46	45	46	8	5	2	4
13. Studying nutrition for pregnancy	48	56	42	35	7	6	4	4
14. Studying management of time and energy	50	44	42	48	4	4	4	3

of all topics in all of the units. The parents rated 8 topics and the students rated 7, above the all unit mean for greater value. All topics not rating above the mean for "great value," rated above the mean for "some value" except "learning to preserve food by freezing" which was one point lower in the student rating. Topics rated above the "no value" mean by both groups were "planning meals for the sick" and "studying nutrition for pregnancy." Five percent of the students rated "learning to serve banquets, receptions, and teas" of no value. "Learning to preserve food by freezing" was rated of no value by 8 percent of the parents and "learning to preserve food by canning," by 5 percent.

The unit, Social and Family Relationships, rated in Table XXI listed two topics each of which was given a high rating. The "some value" and "no value" ratings in each case were below the mean for all units.

Table XXI. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, Social and Family Relationships

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
percent								
1. Living together in the family	74	74	21	22	2	0	2	3
2. Studying factors entering into a successful marriage	67	75	30	21	0	1	2	2

In the unit, The Child, 2 of 4 parent ratings in Table XXII for "great value" were below the mean for all units. Students rated 3 of 4 in this manner. None of the topics rated below the mean of all units for "some value" that were below for "great value." No topic rated above the all unit mean for "no value."

Table XXII. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, The Child

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Studying prenatal development	54	67	40	27	1	1	4	5
2. Studying growth after birth	61	70	33	26	3	1	4	3
3. Learning to care for children	65	81	30	15	2	2	3	2
4. Learning to be a good baby sitter	53	53	40	41	3	4	4	2

The topics in the unit, The Home, received high ratings as can be seen in Table XXIII. All topics rated above the all unit mean for "great value." No topics rated above the mean of 4 percent for "no value."

Parents rated one of 2 topics in the unit, Home Care of the Sick, as shown in Table XXIV, one point below the mean for all units. The other ratings of "great value" were above the all unit mean. The topic rating below the mean for "great value" also rated one point below the mean for "some value." No topic rated above the all unit mean for "no value."

Table XXIII. Percentage of Parents and Students Rating the Value of Course Topics Covered in the Unit, The Home

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Learning the value of order, convenience, and safety	70	70	27	26	0	1	3	2
2. Learning to care for the home	74	73	24	24	0	1	2	2
3. Selecting furnishings for the home	63	67	33	27	1	2	3	4

Table XXIV. Percentage of Parents and Students Rating the Value of Course Topics Covered in the unit, Home Care of the Sick

Course Topics	Ratings							
	Great Value		Some Value		No Value		No Reply	
	P	S	P	S	P	S	P	S
	percent							
1. Learning to care for the sick at home	58	61	34	34	2	2	5	3
2. Studying first aid	67	65	28	30	0	2	5	4

Parent Evaluation of Learnings

Parents evaluated the learning that they felt their daughters had gained from homemaking courses. The data may be seen in Table XXV where basic learnings derived from the unit sections of the questionnaire were rated in three categories: "sufficient information," "not enough information" or "not necessary." See appendix, Exhibit I, section D.

Table XXV. Percentage of Parents Evaluating Learning of Their Daughters in Homemaking Courses

Learning	Suffi- cient Infor- mation	Not Enough Infor- mation	Not Neces- sary	No Reply
	percent			
1. How to keep neat and attractive	90	6	1	3
2. How to keep well	76	18	2	4
3. How to make friends among own sex	80	13	3	4
4. How to make friends among opposite sex	71	20	4	5
5. Knowledge of etiquette and manners	78	18	1	4
6. How to entertain friends	77	18	1	4
7. How to willingly share home responsibilities	64	30	1	4
8. To help family plan democratically	53	37	3	7
9. To understand and care for small children	68	24	2	5
10. To understand basic nutritional needs of the family	72	23	1	5
11. To plan and prepare family meals	73	22	0	5
12. To recognize good quality in fabrics	62	32	1	5
13. To select colors, styles and fabrics wisely	74	21	0	5
14. To select quality in ready-made clothing	68	27	0	5
15. To construct clothing that she enjoys wearing	76	20	0	4
16. To place value on order and convenience	64	28	2	6
17. To choose quality when buying food	67	28	1	5
18. To know how to properly use home equipment	70	23	1	5
19. To know how to care for the sick at home	62	29	4	5
20. To plan her future after high school	59	34	2	4
21. To establish values for choosing a life partner	58	35	4	4
22. To know the elements of a successful marriage	60	33	2	5
23. To understand facts concerning sex	62	28	4	5

The mean percentage of parents rating any learning as having sufficient information was 69. Fifty percent or more of the parents felt that sufficient information had been given for all learnings. Seventy-five percent or more rated the 6 highest rating learnings in this manner:

How to keep neat and attractive	90%
How to make friends among own sex	80%
Knowledge of etiquette and manners	78%
How to entertain friends	77%
How to keep well	76%
To construct clothing that she enjoys wearing	76%

Eleven learnings were rated "not enough information" by the mean percentage of parents (25%) to the highest rating (37%). The learning rated "not enough information" by 37 percent of the parents was "to help family plan democratically." Others rated by 30 to 36 percent in the same category were:

To establish values for choosing a life partner	35%
To plan her future after high school	34%
To know the elements of a successful marriage	33%
To recognize good quality in fabrics	32%
How to willingly share home responsibilities	30%

No learning was rated "not necessary" by more than 4 percent of the parents.

SUMMARY AND CONCLUSIONS

This survey of the value of the South Dakota homemaking curriculum was made by obtaining the opinions of teachers, parents and students. The teachers evaluated the curriculum guide. Parents and students evaluated course topics and provided other pertinent information.

It was concluded that the curriculum guide contained much valuable material because the greater proportion of parents and students placed value upon the unit topics. However, the greater percentage of teachers felt a need for the addition of up-to-date material to all of the units in the guide. The family living unit was considered most inadequate in background material for the teacher. The greater percentage of teachers, however, did feel that the units of study were family centered. An even greater need than for unit material was indicated by the teachers. They suggested adding such helps as evaluation devices, management plans and suggestions for extra-curricular activities. They also recognized a need for bringing the list of resource materials up-to-date.

Information concerning home backgrounds of students included home responsibilities, physical characteristics of their homes, family activities, family membership and sources of spending money. The analysis of the home backgrounds suggested a great variety in types of home life. It would seem that the individual needs of students arising from family life could be met only by teacher adaptation of a curriculum which is wide in scope.

Individual unit topics upon which the greatest value was placed by parents and students were: grooming and personal appearance, choosing vocations, wardrobe planning, choosing colors and styles, using sewing equipment, nutrition, meal planning, marriage and family living. Unit topics receiving some of the lowest value ratings were found in the clothing unit. They were embroidering, knitting, crocheting, learning to sew children's clothing, making old clothing into something new, and making coats and suits. This evidence seems to indicate that time consuming projects are of less value than projects which center about activities which frequent everyday living. This trend can also be noted in the foods and nutrition unit where the lowest "great value" rating was received by the topic, learning to serve receptions, banquets and teas.

Approximately 70 percent of the parents and students emphasized the value of learning to plan and buy wisely in both the foods and clothing units. It would appear that greater interest lies in wise consumption than in production of materials.

The emphasis placed upon marriage and family living by the participants would enhance the value of the family centered approach to teaching homemaking. Although the ratings were not quite so high, those of the units, The Home, The Child, and Home Care of the Sick, also support this teaching method.

The opinions of parents and students have added much to the present study. The writer feels that there is real merit in including these individuals in a program of curriculum planning.

In view of the results of the survey, the writer feels that the following conclusions may be made:

1. The curriculum guide is valuable but revisions are warranted.
2. Parents and students place greater value upon homemaking experiences which frequent everyday living than upon time consuming production activities.
3. There is great variety in types of home life of students and a curriculum must be such that it is easily adaptable to the needs of individual students.

RECOMMENDATIONS

Recommendations for Further Study

The writer feels that further research in South Dakota or in other states on the following phases of this study would be worthwhile and add much to the value of the present study:

1. Similar studies carried out extensively on each of the curriculum units in homemaking.
2. A study surveying the carry-over value of the course work in homemaking into the daily living of graduates in various occupations.
3. A study surveying the interest of students in various topics covered in homemaking courses.
4. A study of the social needs of students with implications for curriculum development in homemaking.
5. A study of the family backgrounds of homemaking students.
6. A survey of the sources of spending money of students enrolled in homemaking.
7. A survey of family recreation activities.
8. An extensive study of the home responsibilities of homemaking students.
9. A survey of the physical characteristics of the homes of students enrolled in homemaking.

Recommendations for Revision of the Curriculum Guide

The following recommendations are based upon the information obtained from the questionnaires:

1. Add new material to all of the units of study in the curriculum guide with special emphasis being placed upon the following topics:
 - a. Grooming and personal appearance
 - b. Vocations
 - c. Wardrobe planning, choosing colors and styles and using sewing equipment.
 - d. Nutrition and meal planning
 - e. Marriage and family living
2. Integrate the aspects of family living into every unit in the curriculum guide.
3. Include more material for boys' homemaking, combined classes of boys and girls, and 7th and 8th grade classes.
4. Provide more helps for teachers within the guide:
 - a. Checklists and other evaluation devices
 - b. Department organization and management material
 - c. Material for extra-curricular activities
5. Bring lists of resource materials up-to-date.

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APPENDIX

Form Letter Sent to All South Dakota Homemaking Teachers

November 3, 1956

Dear Fellow Homemaking Teacher:

You will recall the item in Miss Van Overschelde's News Release announcing plans for a curriculum workshop this summer to begin bringing our guide up-to-date. Dr. Johnie Christian, Program Specialist for the Central Region, will be the consultant.

In our class in Evaluation in Home Economics, we have prepared the enclosed check sheet for evaluating our guide and determining where work will begin.

We are counting on your help. Will you take a few minutes right away to check the questionnaire and return it in the self addressed envelope. Will you keep the enclosed sheet in your plan book and jot down interest approaches, experiences, books, visual aids, evaluation devices and other ideas as you use them this year. You will have a request for this information sometime in March.

We want to tally the information received on this questionnaire before the end of this quarter. Your cooperation and prompt reply will be appreciated. We hope we can count on your help in the workshop in July.

Sincerely,

Delois Mangels
Mrs. Beverly Lade Labrenski
Carol Lissman
Eleanor Cockrane
Francis Maierhauser
Joan M. Smith
Orthula Doescher

Exhibit B
Copy of Questionnaire Sent to All Homemaking Teachers
QUESTIONNAIRE

53

High School _____ Teacher _____

No. of years homemaking taught in S. Dak. 1 2 3 4 or more _____
 No. of years homemaking taught in this school. 1 2 3 4 more _____
 Classes taught to girls in 7th 8th Homemaking I II III _____
 Classes taught to boys in 7th 8th Homemaking I II III _____
 Classes taught to boys & girls in 7th 8th Homemaking I II III _____

I. Answer each question "yes" or "no" by placing an X in the proper column.

- | Yes | No | |
|-------|-------|---|
| _____ | _____ | 1. Are you now using the South Dakota "A Guide for Developing a Homemaking Curriculum" when planning your work? |
| _____ | _____ | 2. Do you feel a need for bringing the guide up-to-date by 1960? |
| _____ | _____ | 3. Does the organization of the guide make it easy to find what you need? |
| _____ | _____ | 4. Would a more detailed index be helpful? |
| _____ | _____ | 5. Would you want any changes made in the statement of philosophy? |
| _____ | _____ | 6. Is sufficient help given on the needs of adolescents? |
| _____ | _____ | 7. Do you teach the persistent factors as a separate unit? |
| _____ | _____ | 8. Do you integrate the persistent factors into units taught? |
| _____ | _____ | 9. Do you feel units are family centered? |
| _____ | _____ | 10. Are you teaching any units not suggested in the guide? |
| _____ | _____ | 11. Have you found the greater portion of the suggested experiences useful? |
| _____ | _____ | 12. Have you used additional experiences you could share with others? |
| _____ | _____ | 13. Are you using teaching aids you would like to recommend to others? |
| _____ | _____ | 14. Do you use the suggested filing index? |
| _____ | _____ | 15. Do you use the suggested colors to facilitate filing? |

II. Follow directions in answering the following:

Check items which you feel our guide furnishes ample information or ideas for use now and in future years.

- | | |
|---------------------------------------|-------------------------------------|
| _____ Understanding adolescents | _____ Homemaking for boys |
| _____ Persistent factors | _____ Homemaking for boys and girls |
| _____ 7th and 8th grade homemaking | _____ Home experiences |
| _____ The Girl | _____ P.H.A. |
| _____ The Home | _____ Adult education |
| _____ Foods and Nutrition | _____ Filing system |
| _____ Clothing and Textiles | _____ Audio-visual aids |
| _____ Family Living | _____ References |
| _____ Social and Family relationships | _____ Classroom management |
| _____ The Child | _____ Evaluation |

Check suggestions for additional helps you consider important:

- _____ References for understanding the adolescent
- _____ Units for junior high school homemaking
- _____ Units for family living in 12th grade boys and girls
- _____ Play school organization
- _____ Adult class organization
- _____ F.H.A.
- _____ Home Experiences
- _____ Filing
- _____ State recommendations for physical facilities
- _____ Opening and closing the department

Check additional evaluation devices you would like included:

- _____ Attitude and interest inventories
- _____ Time management checklists
- _____ Previous homemaking experience checklists
- _____ Community survey
- _____ Student "self-evaluation" sheet
- _____ Teacher "self-evaluation" sheet
- _____ Course evaluation checklist
- _____ Pupil information questionnaires

Check suggestions for physical characteristics you recommend changing:

- _____ Cover
- _____ Binding
- _____ Illustrations
- _____ Direction of printing on page

Others _____

Additional suggestions for making our guide helpful:

1. _____
2. _____
3. _____

Exhibit C

Sample of Letter Requesting Cooperation of Chosen Schools

Home Economics Division
State College Station
Brookings, South Dakota
April 9, 1957

Superintendent _____

Dear Mr. _____,

The homemaking department in your school is one of 20 departments which have been selected to be a part of a study which will provide background material on curriculum needs to be used in a revision of our state homemaking curriculum guide. It will involve having your homemaking teacher distribute questionnaires, which I will mail to the department together with return postage, to all homemaking III girls and their parents.

I have chosen this problem for my master's thesis and would sincerely appreciate your approval of the use of your school as a source of information. It is my belief that parents and students must express their views on what is needed in the homemaking curriculum in order that teachers may have a basis upon which to plan to meet those needs. Data from the questionnaires will provide this information.

This research has the approval of Miss Imogene Van Overschelde, State Supervisor of Home Economics Education. She has also approved the schools selected.

Your homemaking teacher, Miss _____, will receive a request from me in the same mail. It is my wish that you will confer with her before she accepts the responsibility of this project.

Thank you very much.

Sincerely yours,

Carol Siemann

Exhibit D

Double-Card Form Requesting Cooperation of Teachers

South Dakota State College
April 9, 1957

Dear _____,

Your homemaking department has been selected as one of 20 departments participating in providing background material on curriculum needs for the revision of our state homemaking guide. It will involve having all of your homemaking III girls and their parents fill out questionnaires which I will mail to you together with return postage.

Your help will be appreciated. Will you check with your superintendent and return the attached card immediately? Thank you.

Sincerely yours,
Carol Siemann

I will help provide material for the revision of our homemaking curriculum guide by having my homemaking III girls and their parents fill out questionnaires.

_____ yes _____ no

I have _____ homemaking III girls in my classes.

Name _____

School _____

Exhibit E

Sample of Letter Requesting Estelline for Pilot Study

Home Economics Division
State College Station
Brookings, South Dakota
April 9, 1957

Superintendent O. J. Pederson
Estelline High School
Estelline, South Dakota

Dear Mr. Pederson,

A study which will provide background material on curriculum needs to be used in a revision of our state homemaking curriculum guide is being made in 20 homemaking departments in the state. It will involve having all homemaking III girls and their parents fill out questionnaires.

I have chosen this problem for my master's thesis and would sincerely appreciate your approval of the use of your school for a trial run of the study. It is my belief that parents and students must express their views on what is needed in the homemaking curriculum in order that teachers may have a basis upon which to plan to meet those needs. I would like to try my questionnaires to prove their validity before sending them to the 20 schools.

Mrs. Grace Kurtz has agreed to help me with the trial run. I would like to visit the school next week if possible to give the girls the questionnaires. I will arrange a suitable time with Mrs. Kurtz if this plan meets your approval.

This research has the approval of Miss Imogene Van Overschelde, State Supervisor of Home Economics Education.

Sincerely yours,

Carol Siemann

Exhibit F

**List of South Dakota High School Vocational Homemaking Departments
and Homemaking III Enrollments***

Town	Homemaking III Class Enrollments**	Teacher Questionnaire Returned
Aberdeen Central	25	
Agar		X
Alcester	6	
Alpena		X
Arlington	20	X
Armour	11	X
Avon	5	X
Belle Fourche	26	X
Beresford	9	X
Bowdle	4	X
Brandon	7	X
Bridgewater	11	X
Bristol	6	
Britton		X
Brookings	18	X
Burke		X
Canistota		X
Canton	3	X
Castlewood		X
Centerville	14	X
Chamberlain	18	X
Chester	8	X
Clark	9	X
Clear Lake	12	X
Colman	6	X
Colton	4	
Custer		X
Deadwood		X
Dell Rapids	18	X
DeSmet	20	X
Edgemont		X

* From SOUTH DAKOTA HIGH SCHOOL VOCATIONAL HOMEMAKING DEPARTMENTS revised at end of school year.

** Enrollment at beginning of school year.

Exhibit F (Continued)

Town	Homemaking III Class Enrollments*	Teacher Questionnaire Returned
Egan	5	X
Elk Point	8	X
Elkton	6	X
Estelline	11	X
Eureka		X
Paukton	26	X
Flandreau		X
Freeman		X
Garretson	11	X
Gary	8	X
Gayville		X
Gettysburg	8	X
Gregory	8	X
Groton	10	X
Harrisburg		
Highmore		X
Hot Springs	3	X
Howard		X
Hudson	7	X
Humboldt	9	
Hurley	11	X
Ipswich	5	X
Jefferson		X
Kimball	24	X
Lake Andes		X
Lake Preston	21	
Lenmon	14	
Lennox	16	X
Lyons		X
Madison-Central	14	X
Madison-Franklin	9	X
Madison-General Beadle	14	X
Marion	8	X
Martin		X
McIntosh	8	X
McLaughlin		X

* Enrollment at beginning of school year.

Exhibit F (Continued)

Town	Homemaking III Class Enrollments*	Teacher Questionnaire Returned
Meckling	2	X
Milbank	10	X
Miller	18	X
Mitchell	8	X
Mobridge	5	
Monroe	3	X
New Underwood	8	X
Onida		X
Parker	10	X
Parkston	10	X
Pierre	12	X
Redfield	16	X
Rutland		X
Salem	11	X
Scotland	15	X
Sisseton	17	X
Spearfish	11	X
Sturgis		X
Tripp	10	X
Tyndall		X
Viborg	7	X
Volga		
Wadonda		
Wall	12	
Waubay		X
Webster	12	X
Wessington Springs	16	X
White	10	X
Willow Lake	16	X
Wilmot	8	
Winner		X
Wolsey		X
Woonsocket		X
Yankton	42	

* Enrollment at beginning of school year.

Form Letter Describing Administration of Questionnaire

Home Economics Division
State College Station
Brookings, South Dakota
May 4, 1957

Dear Homemaking Teacher:

I am mailing to you, under separate cover, copies of the questionnaires to be given to Homemaking III students and their parents. In order that the procedure may be as uniform as possible, please administer and collect the student questionnaires first. The parent questionnaires may be sent home with the students.

It would be well to tell the students that their answers on the questionnaires will have no reflection upon the school or upon them personally. Please suggest to them also, that it will be best if they do not help their parents fill out their questionnaires.

Please have only Homemaking III students fill out the questionnaires. If there are sisters in the class, the parents should fill out a questionnaire for each daughter. When necessary, a guardian may fill out the parent questionnaire. Please try to return as many parent questionnaires as possible. I realize that it will not be possible to get 100% cooperation.

To return the questionnaires, please use the original mailing envelope. An address sticker and return postage are enclosed in the mailing envelope.

Thank you so much for your cooperation. Please let me know if you would like a copy of the results of the questionnaires.

Sincerely yours,

Carol Siemann

Exhibit H
QUESTIONNAIRE TO STUDENTS

Dear Homemaking III Student,

62

Please fill out the following questionnaire which will help to provide background material for the revision of the state curriculum guide. Students from 20 schools in the state will be participating in this project. Thank you very much for your cooperation.

Sincerely yours,

Carol Siemann, Graduate
South Dakota State College

- A. GENERAL INFORMATION: Place a check (✓) mark in the column which correctly answers the questions or answer as indicated.

Yes No

- ____ 1. Are you enrolled in Homemaking III?
____ 2. Have you completed Homemaking I?
____ 3. Have you completed Homemaking II?
____ 4. Did you take Homemaking in the 7th grade?
____ 5. Did you take Homemaking in the 8th grade?

- ____ 6. What is your age?
____ 7. What is your grade level? (junior, senior, etc.)

- B. WHAT ARE THE CHARACTERISTICS OF YOUR HOME? Place a check (✓) mark in blank before the situation which applies.

1. Where is your home?
 ____ In town, ____ On a farm.
2. Which rooms do you have in your home?
 ____ Kitchen, ____ Dining room, ____ Living room,
 ____ Bedroom, ____ Laundry, ____ Recreation room, ____ Bathroom
3. How many bedrooms do you have in your home?
 ____ One, ____ Two, ____ Three, ____ Four or more.
4. Do you have a bedroom alone?
 ____ Yes, ____ No
5. How is your house lighted?
 ____ Electricity, ____ Kerosene or gasoline lamps
6. How is your house heated?
 ____ Furnace, ____ Stoves
7. What fuels are used for heating your home?
 ____ Coal, ____ Gas, ____ Wood, ____ Oil
8. What fuels are used for cooking?
 ____ Wood, ____ Coal, ____ Gas, ____ Electricity
9. Which of these appliances do you have in your home?
 ____ Refrigerator, ____ Iron, ____ Ironer, ____ Washer (automatic)
 ____ Washer (non-automatic), ____ Dryer, ____ Vacuum cleaner
 ____ Sewing machine, ____ Freezer, ____ Toaster, ____ Blender
 ____ Mixer or mixette, ____ Waffle Iron, ____ Coffee Maker
 ____ Deep Fat Fryer, ____ Fry Pan, ____ Dishwasher, ____ Other
10. What are the sources of your water supply?
 ____ Running water in house, ____ well - outside house
 ____ Cistern, ____ water hauled in

C. WHAT RESPONSIBILITIES DO YOU SHARE AT HOME? Place a check (✓) mark in the column which supplies the best answer.

63

Always	Some	Never	
<u> </u>	<u> </u>	<u> </u>	1. Wash my own clothes.
<u> </u>	<u> </u>	<u> </u>	2. Wash personal clothing not included in family laundry.
<u> </u>	<u> </u>	<u> </u>	3. Do the family laundry.
<u> </u>	<u> </u>	<u> </u>	4. Iron own clothing.
<u> </u>	<u> </u>	<u> </u>	5. Do family ironing.
<u> </u>	<u> </u>	<u> </u>	6. Mend my own clothing.
<u> </u>	<u> </u>	<u> </u>	7. Do family mending.
<u> </u>	<u> </u>	<u> </u>	8. Help with meal preparation.
<u> </u>	<u> </u>	<u> </u>	9. Take full responsibility for meals.
<u> </u>	<u> </u>	<u> </u>	10. Plan meals.
<u> </u>	<u> </u>	<u> </u>	11. Buy family groceries.
<u> </u>	<u> </u>	<u> </u>	12. Wash dishes.
<u> </u>	<u> </u>	<u> </u>	13. Care for younger brothers and sisters.
<u> </u>	<u> </u>	<u> </u>	14. Care for own room.
<u> </u>	<u> </u>	<u> </u>	15. Clean entire house.
<u> </u>	<u> </u>	<u> </u>	16. Gardening.
<u> </u>	<u> </u>	<u> </u>	17. Farm chores. (leave blank if in city)
<u> </u>	<u> </u>	<u> </u>	18. Baby sitting.
<u> </u>	<u> </u>	<u> </u>	19. Work outside of home other than baby sitting.

COMMENTS:

D. WHAT DOES YOUR FAMILY ENJOY DOING TOGETHER? Check (✓) those which you do

<u> </u>	1. Going to church.
<u> </u>	2. Going to movies.
<u> </u>	3. Listening to radio or TV.
<u> </u>	4. Playing games.
<u> </u>	5. Reading aloud.
<u> </u>	6. Singing.
<u> </u>	7. Visiting.
<u> </u>	8. Picnics.
<u> </u>	9. Automobile riding.
<u> </u>	10. Entertaining guests.
<u> </u>	11. Going visiting.
<u> </u>	12. Attending community activities.
<u> </u>	13. Working together about the home.
<u> </u>	14. Planning family activities together.
<u> </u>	15. Planning family duties together.

COMMENTS:

E. HOW DO YOU RECEIVE YOUR MONEY? (Check (✓) those which apply.)

<u> </u>	I earn it
<u> </u>	I have an allowance
<u> </u>	It is given to me when I ask for it

F. WHAT VALUE DO YOU PLACE ON TOPICS COVERED IN HOMEMAKING COURSES?

Below are listed the units taught within each area of homemaking. Place a check (✓) mark in 64 the column which best expresses your view-point.

Great Value	Some Value	No Value
----------------	---------------	-------------

THE GIRL

- | | | | |
|-------|-------|-------|-------------------------------------|
| _____ | _____ | _____ | 1. Grooming and personal appearance |
| _____ | _____ | _____ | 2. Making friends |
| _____ | _____ | _____ | 3. Etiquette and manners |
| _____ | _____ | _____ | 4. Sharing home responsibilities |
| _____ | _____ | _____ | 5. Entertaining friends |
| _____ | _____ | _____ | 6. Selecting a vocation and career |
| _____ | _____ | _____ | 7. Choosing a life partner |

CLOTHING AND TEXTILES

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Choosing correct colors and styles |
| _____ | _____ | _____ | 2. Learning to use sewing machine and other equipment |
| _____ | _____ | _____ | 3. Learning to use patterns correctly |
| _____ | _____ | _____ | 4. Learning how fabric differs and how to choose it |
| _____ | _____ | _____ | 5. Constructing washable garments |
| _____ | _____ | _____ | 6. Constructing wool garments |
| _____ | _____ | _____ | 7. Sewing with new fabrics such as nylon or dacron |
| _____ | _____ | _____ | 8. Making suits and coats |
| _____ | _____ | _____ | 9. Making old clothing into something new |
| _____ | _____ | _____ | 10. Buying all types of clothing wisely |
| _____ | _____ | _____ | 11. Planning a wardrobe and budgeting ones money |
| _____ | _____ | _____ | 12. Learning to sew children's clothing |
| _____ | _____ | _____ | 13. Use of machine attachments |
| _____ | _____ | _____ | 14. Learning to embroider |
| _____ | _____ | _____ | 15. Learning to knit and crochet |
| _____ | _____ | _____ | 16. Caring for clothing (cleaning and mending) |
| _____ | _____ | _____ | 17. Sewing by hand |

FOODS AND NUTRITION

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Learning what foods are necessary for health |
| _____ | _____ | _____ | 2. Preparing breakfasts |
| _____ | _____ | _____ | 3. Preparing luncheons |
| _____ | _____ | _____ | 4. Preparing dinners |
| _____ | _____ | _____ | 5. Planning nutritious meals |
| _____ | _____ | _____ | 6. Budgeting money for food; planning economical meals |
| _____ | _____ | _____ | 7. Learning to use and care for appliances |
| _____ | _____ | _____ | 8. Learning to preserve food by canning |
| _____ | _____ | _____ | 9. Learning to preserve food by freezing |
| _____ | _____ | _____ | 10. Learning to serve banquets, receptions and teas |
| _____ | _____ | _____ | 11. Knowledge of correct table setting and etiquette |
| _____ | _____ | _____ | 12. Planning meals for the sick |
| _____ | _____ | _____ | 13. Studying nutrition for pregnancy |
| _____ | _____ | _____ | 14. Studying management of time and energy |

SOCIAL AND FAMILY RELATIONSHIPS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Living together in the family |
| _____ | _____ | _____ | 2. Studying factors entering into a successful marriage |

Great Value	Some Value	No Value
----------------	---------------	-------------

THE CHILD

65

- | | | | |
|-------|-------|-------|--------------------------------------|
| _____ | _____ | _____ | 1. Studying prenatal development |
| _____ | _____ | _____ | 2. Studying growth after birth |
| _____ | _____ | _____ | 3. Learning to care for children |
| _____ | _____ | _____ | 4. Learning to be a good baby sitter |

THE HOME

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Learning the value of order, convenience,
and safety |
| _____ | _____ | _____ | 2. Learning to care for the home |
| _____ | _____ | _____ | 3. Selecting furnishing for the home |

HOME CARE OF THE SICK

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Learning to care for the sick at home |
| _____ | _____ | _____ | 2. Studying first aid |

COMMENTS OR ADDITIONAL UNITS OF STUDY WHICH YOU FEEL ARE IMPORTANT:

G. HOW MANY ARE THERE IN YOUR FAMILY? Put a check (✓) mark in the appropriate column or fill in the blanks as indicated.

Yes	No
-----	----

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Is your mother living? |
| _____ | _____ | 2. Is your father living? |
| _____ | _____ | 3. Does your mother live at home? |
| _____ | _____ | 4. Does your father live at home? |
| _____ | _____ | 5. Do you live with your parents? |
| _____ | _____ | 6. Do you room away from home while you attend school? |
| _____ | _____ | 7. How many brothers do you have? |
| _____ | _____ | 8. List their ages: _____, _____, _____, _____ |
| _____ | _____ | 9. How many sisters do you have? |
| _____ | _____ | 10. List their ages: _____, _____, _____, _____ |

Exhibit I
QUESTIONNAIRE TO PARENTS

Dear Parent,

66

A study is being made in 20 schools in the state to provide background material for the revision of the state homemaking curriculum guide. I have chosen this problem for my master's thesis and feel that it is necessary to obtain the views of parents on what is needed in the curriculum in order that teachers may have a basis upon which to plan to meet those needs.

Please fill out the following questionnaire. Your cooperation will be appreciated very much. Thank you.

Sincerely yours,

Carol Siemann, Graduate
South Dakota State College

A. GENERAL INFORMATION: Place a check (✓) mark in the column which correctly answers the question or answer as indicated.

Yes No

- | | | |
|---------------|---------------|--|
| <u> </u> | <u> </u> | 1. Is your daughter enrolled in Homemaking III? |
| <u> </u> | <u> </u> | 2. Has your daughter completed Homemaking I? |
| <u> </u> | <u> </u> | 3. Has your daughter completed Homemaking II? |
| <u> </u> | <u> </u> | 4. Did she take Homemaking in the 7th grade? |
| <u> </u> | <u> </u> | 5. Did she take Homemaking in the 8th grade? |
| <u> </u> | <u> </u> | 6. What is your daughter's age? |
| <u> </u> | <u> </u> | 7. What is her class level? (junior, senior, etc.) |

B. WHAT ARE THE RESPONSIBILITIES SHARED BY YOUR DAUGHTER AT HOME? Place a check (✓) mark in the column which correctly indicates what you expect your daughter to do.

Always

Some

Never

- | | | | |
|---------------|---------------|---------------|---|
| <u> </u> | <u> </u> | <u> </u> | 1. Wash her own clothes. |
| <u> </u> | <u> </u> | <u> </u> | 2. Wash personal clothing not included in family laundry. |
| <u> </u> | <u> </u> | <u> </u> | 3. Do the family laundry. |
| <u> </u> | <u> </u> | <u> </u> | 4. Iron own clothing. |
| <u> </u> | <u> </u> | <u> </u> | 5. Do family ironing. |
| <u> </u> | <u> </u> | <u> </u> | 6. Mend own clothing. |
| <u> </u> | <u> </u> | <u> </u> | 7. Do family mending |
| <u> </u> | <u> </u> | <u> </u> | 8. Help with meal preparation. |
| <u> </u> | <u> </u> | <u> </u> | 9. Take full responsibility for meals. |
| <u> </u> | <u> </u> | <u> </u> | 10. Plan meals. |
| <u> </u> | <u> </u> | <u> </u> | 11. Buy family groceries. |
| <u> </u> | <u> </u> | <u> </u> | 12. Wash dishes. |
| <u> </u> | <u> </u> | <u> </u> | 13. Care for younger brothers and sisters. |
| <u> </u> | <u> </u> | <u> </u> | 14. Care for own room. |
| <u> </u> | <u> </u> | <u> </u> | 15. Clean entire house. |
| <u> </u> | <u> </u> | <u> </u> | 16. Gardening. |
| <u> </u> | <u> </u> | <u> </u> | 17. Farm chores. (Leave blank if in city) |
| <u> </u> | <u> </u> | <u> </u> | 18. Baby sitting. |
| <u> </u> | <u> </u> | <u> </u> | 19. Work outside of home other than baby sitting. |

COMMENTS:

C. WHAT VALUE DO YOU PLACE ON TOPICS COVERED IN HOMEMAKING COURSES?

Below are listed the units taught within each area of homemaking. Place a check (✓) mark in the column which best expresses your view-point.

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Great Some No
Value Value Value

THE GIRL

- | | | | |
|-------|-------|-------|-------------------------------------|
| _____ | _____ | _____ | 1. Grooming and personal appearance |
| _____ | _____ | _____ | 2. Making friends |
| _____ | _____ | _____ | 3. Etiquette and manners |
| _____ | _____ | _____ | 4. Sharing home responsibilities |
| _____ | _____ | _____ | 5. Entertaining friends |
| _____ | _____ | _____ | 6. Selecting a vocation and career |
| _____ | _____ | _____ | 7. Choosing a life partner |

CLOTHING AND TEXTILES

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Choosing correct colors and styles |
| _____ | _____ | _____ | 2. Learning to use sewing machine and other equipment |
| _____ | _____ | _____ | 3. Learning to use patterns correctly |
| _____ | _____ | _____ | 4. Learning how fabric differs and how to choose it |
| _____ | _____ | _____ | 5. Constructing washable garments |
| _____ | _____ | _____ | 6. Constructing wool garments |
| _____ | _____ | _____ | 7. Sewing with new fabrics such as nylon or dacron |
| _____ | _____ | _____ | 8. Making suits and coats |
| _____ | _____ | _____ | 9. Making old clothing into something new |
| _____ | _____ | _____ | 10. Buying all types of clothing wisely |
| _____ | _____ | _____ | 11. Planning a wardrobe and budgeting ones money |
| _____ | _____ | _____ | 12. Learning to sew children's clothing |
| _____ | _____ | _____ | 13. Use of machine attachments |
| _____ | _____ | _____ | 14. Learning to embroider |
| _____ | _____ | _____ | 15. Learning to knit and crochet |
| _____ | _____ | _____ | 16. Caring for clothing (cleaning and mending) |
| _____ | _____ | _____ | 17. Sewing by hand |

FOODS AND NUTRITION

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Learning what foods are necessary for health |
| _____ | _____ | _____ | 2. Preparing breakfasts |
| _____ | _____ | _____ | 3. Preparing luncheons |
| _____ | _____ | _____ | 4. Preparing dinners |
| _____ | _____ | _____ | 5. Planning nutritious meals |
| _____ | _____ | _____ | 6. Budgeting money for food; planning economical meal |
| _____ | _____ | _____ | 7. Learning to use and care for appliances |
| _____ | _____ | _____ | 8. Learning to preserve food by canning |
| _____ | _____ | _____ | 9. Learning to preserve food by freezing |
| _____ | _____ | _____ | 10. Learning to serve banquets, receptions and teas |
| _____ | _____ | _____ | 11. Knowledge of correct table setting and etiquette |
| _____ | _____ | _____ | 12. Planning meals for the sick |
| _____ | _____ | _____ | 13. Studying nutrition for pregnancy |
| _____ | _____ | _____ | 14. Studying management of time and energy |

SOCIAL AND FAMILY RELATIONSHIPS

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Living together in the family |
| _____ | _____ | _____ | 2. Studying factors entering into a successful marriage |

Great Value	Some Value	No Value
----------------	---------------	-------------

THE CHILD

68

- | | | | |
|-------|-------|-------|--------------------------------------|
| _____ | _____ | _____ | 1. Studying prenatal development |
| _____ | _____ | _____ | 2. Studying growth after birth |
| _____ | _____ | _____ | 3. Learning to care for children |
| _____ | _____ | _____ | 4. Learning to be a good baby sitter |

THE HOME

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. Learning the value of order, convenience, and safety |
| _____ | _____ | _____ | 2. Learning to care for the home |
| _____ | _____ | _____ | 3. Selecting furnishings for the home |

HOME CARE OF THE SICK

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. Learning to care for the sick at home |
| _____ | _____ | _____ | 2. Studying first aid |

COMMENTS OR ADDITIONAL UNITS OF STUDY WHICH YOU FEEL ARE IMPORTANT:

D. TO WHAT EXTENT DO YOU FEEL THAT YOUR DAUGHTER HAS BENEFITED FROM TAKING HOMEMAKING IN HIGH SCHOOL? Place a check (✓) mark in the column which best expresses your opinion.

Sufficient Information	Not Enough Information	Not Necessary
---------------------------	---------------------------	------------------

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 1. How to keep neat and attractive. |
| _____ | _____ | _____ | 2. How to keep well. |
| _____ | _____ | _____ | 3. How to make friends among own sex. |
| _____ | _____ | _____ | 4. How to make friends among opposite sex. |
| _____ | _____ | _____ | 5. Knowledge of etiquette and manners. |
| _____ | _____ | _____ | 6. How to entertain friends. |
| _____ | _____ | _____ | 7. How to willingly share home responsibilities. |
| _____ | _____ | _____ | 8. To help family plan democratically. |
| _____ | _____ | _____ | 9. To understand and care for small children. |
| _____ | _____ | _____ | 10. To understand basic nutritional needs of the family. |
| _____ | _____ | _____ | 11. To plan and prepare family meals. |
| _____ | _____ | _____ | 12. To recognize good quality in fabrics |
| _____ | _____ | _____ | 13. To select colors, styles and fabrics wisely. |
| _____ | _____ | _____ | 14. To select quality in ready-made clothing. |
| _____ | _____ | _____ | 15. To construct clothing that she enjoys wearing. |
| _____ | _____ | _____ | 16. To place value on order and convenience |
| _____ | _____ | _____ | 17. To choose quality when buying food. |
| _____ | _____ | _____ | 18. To know how to properly use home equipment. |
| _____ | _____ | _____ | 19. To know how to care for the sick at home |
| _____ | _____ | _____ | 20. To plan her future after high school |
| _____ | _____ | _____ | 21. To establish values for choosing a life partner. |
| _____ | _____ | _____ | 22. To know the elements of a successful marriage. |
| _____ | _____ | _____ | 23. To understand facts concerning sex. |

COMMENTS:

Exhibit J

Evaluation Sheet Used in Pilot Study

EVALUATION

Estelline is being used for a "trial run" of this questionnaire before the main study is carried out. Please give your opinion of the questionnaire by answering the following questions. This will help me to find the flaws in it and eliminate them. Thank you.

1. The questionnaire was:

_____ easily understood.
_____ hard to understand.

2. The questionnaire was:

_____ too short
_____ a good length
_____ too long

3. The questions covered the homemaking courses:

_____ adequately
_____ inadequately

4. List any part which was difficult to understand:

Section

Item Number

5. Give any other criticism or suggestion which you have concerning the questionnaire.

Exhibit K

Results of Teacher Questionnaire

Raw Data From Section I

Question Number	Number		
	Yes	No	No Reply
1	80	4	3
2	77	5	5
3	44	39	4
4	62	18	7
5	21	49	16
6	31	40	16
7	14	67	6
8	81	2	4
9	54	18	15
10	44	39	4
11	69	13	5
12	63	10	14
13	52	18	17
14	29	53	5
15	25	56	6

Raw Data From Section II - Part I

Item	Number of Teachers
Understanding adolescents	24
Persistent factors	45
7th and 8th grade homemaking	22
The Girl	43
The Home	33
Foods and Nutrition	39
Clothing and Textiles	36
Family Living	22
Social and Family Relationships	26
The Child	35
Homemaking for Boys	11
Homemaking for boys and girls	8
Home experiences	10
F. H. A.	7
Adult education	5
Filing system	32
Audio-visual aids	16
References	14
Classroom management	10
Evaluation	5
No Reply	19

Exhibit K (Continued)

Raw Data From Section II - Part II

Item	Number of Teachers
References for understanding the adolescent	41
Units for junior high school homemaking	19
Units for family living in 12th grade boys and girls	27
Play school organization	47
Adult class organization	20
F. H. A.	59
Home Experiences	62
Filing	5
State recommendations for physical facilities	47
Opening and closing the department	36
No Reply	6

Raw Data From Section II - Part III

Item	Number of Teachers
Attitude and interest inventories	51
Time management checklists	55
Previous homemaking experience checklists	51
Community survey	26
Student "self-evaluation" sheet	73
Teacher "self-evaluation" sheet	53
Course evaluation checklist	52
Pupil information questionnaires	55
No Reply	10

Raw Data From Section II - Part IV

Item	Number of Teachers
Cover	13
Binding	12
Illustrations	31
Direction of printing on page	29
No Reply	30

Exhibit L

Results From Student Questionnaires

Raw Data From Part A - Homemaking Experience of Students

Question Number	Number		
	Yes	No	Blank
1	237	0	0
2	216	17	4
3	203	22	12
4	34	186	17
5	48	175	14

Raw Data From Part A - Age of Students (Question 6)

Age	Number
15	1
16	45
17	102
18	64
19	20
20	2
No Reply	3

Raw Data From Part A - Grade Level of Students (Question 7)

Grade Level	Number
Sophomore	1
Junior	89
Senior	144
No Reply	3

Exhibit L (Continued)

Raw Data From Part B - Characteristics of Homes

Question Number	Characteristic	Number
1	Town	137
	Farm	100
2	Kitchen	237
	Dining room	161
	Living room	236
	Bedroom	237
	Laundry	98
	Recreation room	15
	Bathroom	189
3	One room	10
	Two rooms	39
	Three rooms	88
	Four or more	100
4	Yes	147
	No	90
5	Electricity	236
	Kerosene or gasoline	1
6	Furnace	143
	Stoves	100
7	Coal	58
	Gas	67
	Wood	50
	Oil	125
8	Wood	21
	Coal	11
	Gas	109
	Electricity	120
9	Refrigerator	233
	Iron	236
	Ironer	33
	Automatic washer	56
	Non-automatic washer	170
	Dryer	61
	Vacuum cleaner	192
	Sewing machine	221
	Freezer	111
	Toaster	223
	Blender	12
	Mixer or mixette	202
	Waffle iron	163
	Coffee maker	146
	Deep fat fryer	91
	Fry pan	136

Exhibit I (Continued)

Raw Data From Part B - Characteristics of Homes (continued)

Question Number	Characteristic	Number
10	Dish washer	9
	Other	43
	Running water in house	203
	Well-outside house	36
	Cistern	50
	Water hauled	30

Raw Data From Part C - Home Responsibilities of Students

Question Number	Number			
	Always	Some	Never	No Reply
1	37	171	27	2
2	112	110	12	3
3	23	138	75	1
4	107	127	3	0
5	31	183	22	1
6	73	143	20	1
7	9	107	121	0
8	76	153	7	1
9	24	170	42	1
10	21	176	39	1
11	21	178	37	1
12	113	119	4	1
13	38	88	98	13
14	199	34	2	2
15	50	169	17	1
16	15	143	72	7
17	23	58	24	132
18	22	159	45	11
19	52	131	47	7

Exhibit L (Continued)

Raw Data From Part D - Family Activities

Question	Number
1	173
2	96
3	206
4	72
5	19
6	51
7	173
8	175
9	184
10	166
11	173
12	110
13	173
14	99
15	90

Raw Data From Part E - Source of Money

Question	Number
1	149
2	48
3	126

Raw Data From Part F - "The Girl"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	193	41	1	2
2	160	71	2	4
3	184	51	0	2
4	135	85	9	8
5	107	121	7	2
6	142	74	13	8
7	172	59	4	2

Exhibit L (Continued)

Raw Data From Part F - "Clothing and Textiles"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	176	58	1	2
2	173	60	1	3
3	158	78	0	1
4	133	100	2	2
5	145	88	1	3
6	115	108	11	3
7	78	136	19	4
8	82	121	32	2
9	79	110	41	7
10	159	70	4	4
11	177	48	7	5
12	86	113	27	11
13	99	121	11	6
14	33	139	58	7
15	25	132	72	8
16	165	64	4	4
17	77	142	16	2

Raw Data From Part F - "Foods and Nutrition"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	197	35	1	4
2	152	78	6	1
3	157	76	3	1
4	166	68	2	1
5	190	41	4	2
6	173	57	5	3
7	123	108	3	3
8	128	100	7	2
9	131	97	5	4
10	72	151	12	2
11	154	77	3	3
12	109	108	11	9
13	132	82	13	10
14	105	115	10	7

Exhibit L (Continued)

Raw Data From Part F - "Social and Family Relationships"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	175	53	1	8
2	178	50	3	6

Raw Data From Part F - "The Child"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	158	64	3	12
2	166	62	2	7
3	191	35	6	5
4	126	97	10	4

Raw Data From Part F - "The Home"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	167	62	2	6
2	173	58	2	4
3	159	65	4	9

Raw Data From Part F - "Home Care of the Sick"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	144	80	5	8
2	153	70	5	9

Exhibit L (Continued)

Raw Data From Part G - Family Membership

Question Number	Number		
	Yes	No	No Reply
1	232	3	2
2	215	19	3
3	227	5	5
4	209	16	12
5	217	18	2
6	50	175	12

Raw Data From Part G - Questions 7-10 (Used only to determine
number in family)

Number of Children	Number of Families
1	9
2	39
3	49
4	44
5	40
6	18
7	13
8	10
9	6
10	2
11	3
12	1
13	0
14	1
No Reply	2

Exhibit M

Results From Parent Questionnaires

Raw Data From Part A - Homemaking Experience of Students

Question Number	Number		
	Yes	No	Blank
1	165	0	0
2	156	8	1
3	151	11	3
4	28	127	10
5	39	118	8

Raw Data From Part A - Age of Students (Question 6)

Age	Number
15	1
16	37
17	75
18	44
19	4
20	2
No Reply	2

Raw Data From Part A - Grade Level of Students (Question 7)

Grade Level	Number
Sophomore	1
Junior	59
Senior	105
No Reply	0

Exhibit M (Continued)

Raw Data From Part B - Home Responsibilities of Students

Question Number	Number			
	Always	Some	Never	No Reply
1	17	132	14	2
2	78	79	7	1
3	9	92	59	5
4	75	86	2	2
5	14	123	25	3
6	47	98	16	4
7	4	62	93	6
8	37	125	3	0
9	14	119	30	2
10	7	129	27	2
11	12	129	23	1
12	54	108	3	0
13	18	68	50	29
14	115	47	0	3
15	20	129	14	2
16	8	92	54	1
17	11	44	20	90
18	10	117	33	5
19	31	97	33	4

Raw Data From Part C - "The Girl"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	140	24	0	1
2	113	48	2	2
3	114	48	1	2
4	107	54	2	2
5	87	74	4	0
6	90	68	4	3
7	92	66	3	4

Exhibit M (Continued)

Raw Data From Part C - "Clothing and Textiles"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	130	33	0	2
2	127	37	0	1
3	125	38	0	2
4	104	57	1	3
5	114	50	0	1
6	88	67	7	3
7	72	77	14	2
8	57	75	28	5
9	58	70	32	5
10	106	58	0	1
11	110	50	3	2
12	67	62	33	3
13	81	76	5	3
14	37	89	34	5
15	28	81	49	7
16	118	43	2	2
17	67	91	4	3

Raw Data From Part C - "Foods and Nutrition"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	136	28	1	0
2	99	62	3	1
3	98	66	0	1
4	107	56	0	2
5	120	41	3	1
6	115	42	4	4
7	104	58	1	2
8	91	65	8	1
9	92	57	13	3
10	68	91	4	2
11	104	60	0	1
12	75	74	13	3
13	79	69	11	6
14	83	70	6	6

Exhibit M (Continued)

Raw Data From Part C - "Social and Family Relationships"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	123	34	4	4
2	111	50	0	4

Raw Data From Part C - "The Child"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	90	66	2	7
2	100	54	5	6
3	107	49	3	6
4	87	66	5	7

Raw Data From Part C - "The Home"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	116	44	0	5
2	122	39	0	4
3	104	54	2	5

Raw Data From Part C - "Home Care of the Sick"

Question Number	Number			
	Great Value	Some Value	No Value	No Reply
1	96	57	4	8
2	110	47	0	8

Exhibit M (Continued)

Raw Data From Part D - Benefit from Courses

Question Number	Number			
	Sufficient	Not Enough	Not Necessary	No Reply
1	149	10	1	5
2	125	30	4	6
3	132	22	5	6
4	117	33	7	8
5	128	29	1	7
6	127	30	1	7
7	105	50	2	7
8	88	61	5	11
9	113	39	4	9
10	118	38	1	8
11	120	37	0	8
12	103	52	1	9
13	122	35	0	8
14	112	45	0	8
15	126	33	0	6
16	105	46	4	10
17	110	46	1	8
18	116	38	2	9
19	102	48	6	9
20	98	56	3	7
21	95	58	6	6
22	99	55	3	8
23	103	47	6	9